



Research on Hot Topics and Trends of Ideological and Political Teaching in China—Visual Analysis Based on CiteSpace

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Abstract. By using CiteSpace 6.1.R2, this paper presents a statistical analysis of the relevant papers on the application of Chinese ideological and political teaching in CNKI in the last five years from 2016 to 2021. It reviews papers' publication date, published journals, published institutions, core authors and the focus of keyword clustering, etc. It attempts to clarify the current knowledge structure and development context of Chinese ideological and political teaching research, thus providing reference for further research in this field.

Keywords: ideological and political teaching · CiteSpace · visualization analysis

1 Introduction

Ideological and political teaching refers to the ideological and political education in all courses. It regards “cultivating morality education” as a kind of comprehensive educational idea of the fundamental task of education. In 2014, the Shanghai Municipal Party Committee and the municipal government issued the “Shanghai Education Comprehensive Reform Plan (2014–2020)”, which brings moral education into the major project of the comprehensive education reform. In May 2020, the Ministry of Education issued the “Guidelines for ideological and political construction of University Curriculum”. It clearly stated that it is necessary to “comprehensively promote the ideological and political construction of colleges and universities, give full play to the role of each course in educating people, and improve the quality of talent training in colleges and universities”. “Ideological and political education” contains two closely related meanings: one is to deeply explore the educational elements in professional education, and the other is to integrate the ideological and political education elements into professional courses [5]. It is a new curriculum concept with Chinese characteristics [1], and it is also a hot spot in the current education and teaching reform in colleges and universities. In recent years, a large number of studies have emerged, most of which are theoretical discussions and macro level studies, while some empirical studies have also emerged.

This paper intends to make a visual analysis of the current situation and hot spots of the research on “ideological and political theories teaching” in China. It will grasp the trends of both current and future development of the research in China, thus providing

a certain reference for the development in the field of education in China and even the world.

2 Research Tools and Data Sources

With the development of visualization technology, knowledge mapping is widely used in disciplines and journals. Using CiteSpace as a tool, this paper presents the development of ideological and political research in China during the past five years from 2016 to 2021. CiteSpace is an open source visualization tool developed by Dr. Chao-mei Chen of Drexel University, USA. It supports keyword co-citation analysis, co-citation analysis, literature co-citation analysis, and provides visual maps [2].

This study is mainly based on the advanced retrieval function of CNKI data. On the advanced search interface, the author clicked on journal search, entered the subject keyword “ideological and political theories teaching” in the search conditions, and set the search period to be from 2016 to 2021, while the journal source category to be “CSSCI”. 785 relevant papers were obtained after the search. After selection, papers in the form of conference review, interview, book review, report, etc., as well as papers not related to this field, were manually eliminated. 719 effective papers were finally obtained. Refworks format was selected to export these papers, which were transformed into Wos database text data format through CiteSpace. The visual operation was then carried out.

3 Results and Analysis

3.1 Number of Publications and Their Annual Distribution

Figure 1 shows the change of the number of CSSCI papers published in CNKI over the five years. As can be seen from the figure, though the number of papers published in 2016 was still very small, it has been sharply increasing year by year, showing an upward trend all the time. In particular, the number of papers published from 2020 to 2021 increased rapidly, reaching 341 in 2021. The data can illustrate that the research on ideological and political theories teaching has been widely concerned by Chinese researchers. Thanks to the guiding outline for ideological and political construction of university courses in May 2020, China’s education focuses more on the integration of the elements of ideological and political teaching into various disciplines, thus realizing the concept of “cultivating morality education”.

3.2 Spatial Distribution Characteristics

3.2.1 Organization Distribution

The number of nodes represents the number of research institutions, while the number of connections represents the number of cooperation between research institutions. In this paper, the start and end time nodes were set from 2016 to 2021 in CiteSpace. The Years Per Slice was set to 1. While the node types were selected as “institution”, other

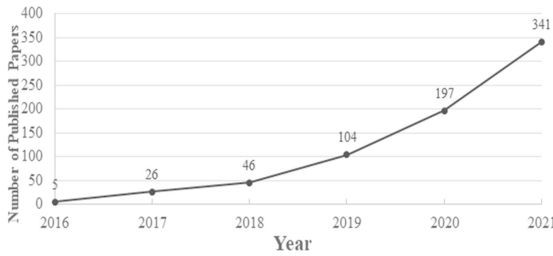


Fig. 1. THE VOLUME OF IDEOLOGICAL AND POLITICL TEACHING PER YEAR IN CHINA (2016–2021)

Table 1. CITATION COUNTS

| Citation Counts | References | Cluster ID |
|-----------------|---|------------|
| 9 | Department of Marxism, Northeast Normal University, 2016 | 0 |
| 9 | College of Marxism, Wuhan University, 2020 | 94 |
| 9 | College of Marxism, Jilin University,2019 | 11 |
| 6 | School of physical education, Wuhan Institute of Physical Education, 2020 | 4 |
| 5 | Southwest University, 2021 | 40 |
| 5 | Beijing Foreign Studies University, 2021 | 45 |
| 5 | School of Transportation, Southeast University, 2020 | 51 |
| 5 | Hubei Provincial Collaborative Innovation Center for Wuhan Institute of Physical Education and Health Promotion, 2020 | 4 |
| 5 | Shanghai International Studies University, 2020 | 73 |
| 5 | University of Science and Technology Beijing, 2020 | 118 |

settings remain unchanged. Based on CiteSpace, it came out that the total number of nodes is 175 with 51 connections, and the density is 0.0033. Here comes to the following conclusion (Table 1).

With the citation counts and the cluster ID, this table reveals that the links between the various institutions are not close enough, that is, less cooperation among research institutions. Thereby, the research collaboration and exchange should be further strengthened even though certain collaboration networks have been set up.

3.2.2 Author Distribution

In CiteSpace, the number of nodes represents the number of researchers, and the number of connections represents the number of cooperation between researchers. By setting the node type as the author in CiteSpace, 167 nodes and 36 connections were obtained with a density of 0.0026. Based on the analysis displayed in Table 2, there is a lack of cooperation between the authors, which indicates that the current research on ideological

Table 2. CORE AUTHORS' DISTRIBUTION

| Citation Counts | References |
|-----------------|----------------------|
| 8 | Xianzhou Huan, 2019 |
| 8 | INVALID, 2016 |
| 6 | Fuxue Zhao, 2020 |
| 4 | Guowen Huang, 2020 |
| 3 | Zhengguang Liu, 2020 |
| 3 | Cuixiang Dong, 2021 |
| 3 | Aidong Zong, 2017 |
| 3 | Deyi Gao, 2017 |
| 3 | Shuanghao Yu, 2020 |
| 3 | Yunjie Yu, 2019 |

Table 3. THE DEGRESS DISTRIBUTION

| Degree | References |
|--------|----------------------|
| 2 | Yang Shen, 200 |
| 2 | Yihao Ding, 2020 |
| 2 | Po Huang, 2020 |
| 2 | Lei Shi, 2020 |
| 2 | Jian Xie, 2017 |
| 2 | Fuqiang Gong, 2017 |
| 2 | Shoushuang Ren, 2017 |
| 2 | Naikun Yang, 2016 |
| 2 | Likun Tang, 2019 |
| 2 | Anbao Xiao, 2017 |

and political theories teaching in China has not yet stably formed a core group, though it is growing fast.

Then in the perspective of degree, the top ranked item by citation counts is Yang Shen (2020) in Cluster #, with degree of 2. The others are shown in Table 3.

This data shows that while authors mentioned above to some extent have formed a cooperative network with other authors, further collaboration and exchanges among Chinese scholars needs to be strengthened.

4 Analysis of the Hot Spots and Evolution Trends of Ideological and Political Teaching Research

Research hotspots can reflect the research focus and direction of a field, which is of great significance for the in-depth understanding and analysis of the research content. As the core concise content of a paper, the higher the frequency of keywords, the more the research hotspot can be reflected in this field [4]. This paper then analyzes the hot topics of ideological and political research through the keyword cluster analysis, attempting to explore the hot topics of ideological and political education research in China.

4.1 Analysis of Frequency and Centrality

In CiteSpace, the Node Types was set to “Keyword” with the other settings unchanged [7]. The keyword co-occurrence map was obtained by CiteSpace. There are 296 nodes with 741 connections and 0.017 densities in the map generation. Based on CiteSpace, the LLR Algorithm was selected to get the network atlas of Keyword clustering as shown in Table 4 and Table 5. According to the analysis of CiteSpace, the centrality of words exceeding 0.1 can reflect the focus and direction of researchers’ attention in a certain period to a certain extent. It indicates that these words are closely connected with other keywords and can be used as key nodes [6]. In the order of frequency and centrality, “ideological and political theories teaching in all courses”, “morality Education” and “ideological and political courses” are listed in the top three respectively. These words play an important intermediary role in the field of ideological and political theories teaching research, thus reflecting the research hotspots of the ideology and politics theories teaching in China.

Next, the “Burstness” screen was selected in the control window that pops up in the CiteSpace default View generation screen. With the “View” button, the resulting burst

Table 4. THE HIGH FREQUENCY OF KEYWORDS IN IDEOLOGICAL AND POLITICAL TEACHING

| Serial number | Key words | Frequency | Centrality | Year |
|---------------|--|-----------|------------|------|
| 1 | Ideological and political theories teaching in all courses | 457 | 1.18 | 2017 |
| 2 | Morality Education | 115 | 0.20 | 2018 |
| 3 | Ideological and political courses | 74 | 0.18 | 2017 |
| 4 | Teaching reform | 30 | 0.03 | 2016 |
| 5 | Cooperative education | 24 | 0.02 | 2017 |
| 6 | College | 23 | 0.08 | 2017 |
| 7 | Value guidance | 23 | 0.04 | 2018 |
| 8 | Ideological and political lesson | 22 | 0.08 | 2017 |
| 9 | Ideological and political education | 18 | 0.05 | 2016 |
| 10 | Three-wide Education | 18 | 0.02 | 2017 |

Table 5. THE HIGH CENTRALITY OF KEYWORDS IN IDEOLOGICAL AND POLITICAL TEACHING

| Serial number | Key words | Frequency | Centrality | Year |
|---------------|--|-----------|------------|------|
| 1 | Ideological and political theories teaching in all courses | 457 | 1.18 | 2017 |
| 2 | Morality Education | 115 | 0.20 | 2018 |
| 3 | Ideological and political courses | 74 | 0.18 | 2017 |
| 4 | College | 23 | 0.08 | 2016 |
| 5 | Ideological and political lesson | 22 | 0.08 | 2017 |
| 6 | Ideological and political education | 18 | 0.05 | 2017 |
| 7 | Value guidance | 23 | 0.04 | 2018 |
| 8 | Course construction | 8 | 0.04 | 2019 |
| 9 | Teacher | 18 | 0.04 | 2017 |
| 10 | Teaching reform | 30 | 0.03 | 2016 |

Table 6. TOP 4 KEYWORDS WITH THE STRONGEST CITATION BURSTS

| Keywords | Year | Strength | Begin | End | 2016–2021 |
|-------------------------------------|------|----------|-------|------|-----------|
| ideological and political lesson | 2016 | 3 | 2016 | 2017 | ----- |
| ideological and political education | 2016 | 2.1 | 2017 | 2018 | ----- |
| teaching and educating people | 2016 | 2.09 | 2017 | 2018 | ----- |
| Peer the same direction | 2016 | 2.42 | 2018 | 2019 | ----- |
| teaching reform | 2016 | 2017 | 2018 | 2021 | ----- |

keyword graph is shown in Table 6. Burst keywords are keywords that have a sudden increase in a certain period of time. The higher the number of emergent keywords, the higher the frequency change rate of the keyword in this period of time [8]. On the whole, the emergent intensity values of the five emergent keywords are not very high, which can be concluded that the hot spots of the curriculum ideological and political research are scattered. As can be seen from the Table, the prominent word from 2016 to 2017 is “ideological and political course”; From 2017 to 2018, the prominent words are “ideological and political education” and “teaching and educating people”; From 2018 to 2019, the word “peer in the same direction” emerged; From 2018 to 2021, the prominent word is “teaching reform”. Among them, the emergence rate of “ideological politics” and “education” has been continuing so far, showing that they are the main development trend of the current curriculum ideological politics research in China.

Table 7. THE LARGEST 13 CLUSTERS

| ClusterID | Size | Silhouette | Mean (Citee Year) | Label (LSI) |
|-----------|------|------------|----------------------|---|
| 0 | 65 | 0.825 | 2020 | |
| 1 | 41 | 0.711 | 2018 | give full play to the characteristics of translation major and plan the ideological politics of translation course |
| 2 | 36 | 0.891 | 2018 | give full play to the characteristics of translation major and plan the ideological politics of translation course |
| 3 | 34 | 0.777 | 2006 | Study on ideological and political construction of physical education courses based on General Secretary Xi Jinping's important expositions on sports |
| 4 | 25 | 0.895 | 2019 | Study on ideological and political construction of physical education courses based on General Secretary Xi Jinping's important expositions on sports |
| 5 | 23 | 0.83 | 2020 | Scientific promotion of the integration of professional education and ideological and political education |
| 6 | 13 | 0.949 | 2018 | reconstruction design of professional courses from the perspective of curriculum ideology and politics |
| 7 | 11 | 0.929 | 2018 | people-oriented as the foundation of ideological and political education in colleges and universities |
| 8 | 7 | 0.956 | 2020 | a practical approach to the high quality construction of public art courses in local colleges and Universities |
| 9 | 7 | 0.985 | 2019 | a practical approach to the high quality construction of public art courses in local colleges and Universities |
| 10 | 4 | 0.998 | 2017 | the political connotation of Ideological and political teachers in Colleges and universities: theoretical interpretation and cultivation path |

4.2 Analysis of Keyword Cluster Map

In CiteSpace, keyword co-occurrence can foster keyword clustering [3]. On the whole, a Q value > 0.3 indicates the significance of the clustering structure, and an S value > 0.5 shows the rationality of the clustering [4]. In the CiteSpace visualization interface of this study, the Modularity Q (Q value) of the cluster map is 0.4837, greater than 0.3;

while the Mean Silhouette (S value) is 0.8383, greater than 0.5, both indicating that the clustering is reasonable. Thus these values show a good effect on a clustering. The largest 10 clusters are summarized in Table 7.

These clusters, all above 0.8 as S value in Table 7, highlight the research hotspots of intercultural education in the corresponding years to a certain extent.

5 Analysis of the Evolution and Trend of Ideological and Political Teaching Research

With the help of CiteSpace 6.1.R2, this paper has sketched out the development of ideological and political education research in China. Two stages are as followed to illustrate its evolution of specific research hotspots:

- The first stage is a relatively stable development phase from 2016 to 2018. At this stage, the application of ideological and political education research in China had been explored and developed. The research in the ideological and political education has risen steadily, gradually reflecting its importance in Chinese education.
- The second stage is a sharply rapid development phase from 2019 to 2021. During this period, various ideological and political papers have emerged. Researchers have focused more on the application of ideology and politics teaching research, even more on the evaluation of the effect of ideology and politics teaching for Chinese education. Keywords like “ideology and politics education” and “teaching reform” are high-frequency, reflecting the research direction now and in the future to a great extent.

6 Conclusion

The analysis above has found that: (1) The current number of research papers on ideological and political teaching has shown a rapid upward trend. Educational research related has received great attention in China, reflecting the trend of a country’s educational guidelines. (2) In the case of high-yield institutions, the low number of inter-agency linkages suggests that research in ideological and political teaching is often more homogeneous and lacking in a sense of collaboration, leading to a lack of research impact. In the future, all institutions in the country should strengthen the sense of cooperation and share cooperation experience to promote the progress and efficiency of ideological and political teaching research in China. From the perspective of the core author group, there is less cooperation among scholars. At present, Chinese scholars still lack the sense of cooperation, and the research scope is relatively single. Therefore, scholars should strengthen mutual cooperation and exchanges, promoting the development of ideological and political teaching research in China to be more comprehensive and systematic.

The ideological and political education is a new curriculum concept with Chinese characteristics. Combining with the above quantitative analysis, this paper has provided reference and insights for the development of the context, hot frontiers, and in-depth development of ideological and political education research in China, which will be of significance both for teachers and students in the future.

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